

## Curriculum Content Framework

### BUSINESS LAW

Grade Level: 11,12

Prerequisites: Tech Prep Foundation Core

CIP Code: 06.0499

Course Code: 07.101 (one semester)  
07.102 (two semesters)

Course Description: Business Law is a one- or two-semester course designed to acquaint the student with some of the legal problems and rights encountered in business transactions. This course will include law and the judicial systems; laws relating to minors, consumers, and the business firm; elements of contracts, credit; sales contracts; employment laws, commercial paper; insurance and property rights.

The following areas of instruction should be included in a one-semester course: introduction to the law; using credit; elements of contracts; employment; checks and commercial paper.

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**UNIT 1: Introduction to the Law**  
Suggested Number of Hours: 15

<b>VOCATIONAL AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
1.1 (differentiate) Among the kinds of law	1.1.1 Explain how the kinds of law are created	Foundation Thinking	Speaking Reasoning	Communicates a thought, idea, or fact in spoken form [1.5.5] Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.2 (examine) Resolving disputes in court or out of court	1.2.1 Compare litigation, arbitration, and mediation	Foundation	Reading	Draws conclusions from what is read [1.3.12]
1.3 (define) Crime	1.3.1 Distinguish between classification of crime	Foundation Thinking	Reading Reasoning	Applies/Understands technical words that pertain to subject [1.3.6] Uses logic to draw conclusions from available information [4.5.6]
	1.3.2 Identify common crimes	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
1.4 (define) Tort	1.4.1 List the elements of a tort	Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	1.4.2 Differentiate between criminal and civil law	Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

**UNIT 2: Personal Law**  
Suggested Number of Hours: 20-25

<b>VOCATIONAL AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
2.1 (examine) Legal rights and responsibilities of minors	2.1.1 Differentiate between the rights of minors and adults	Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
	2.1.2 Correlate the responsibility that corresponds with the rights of minors	Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
2.2 (appreciate) Contribution of local and state governments to consumer protection	2.2.1 State ways the law protects consumers against substandard consumer goods and unfair trade practices	Personal Management	Integrity/ Honesty/ Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
2.3 (assess) Need for insurance protection	2.3.1 Compare the protection offered by various types of insurance	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]

**UNIT 3: Using Credit**  
Suggested Number of Hours: 15-20

<b>VOCATIONAL AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
3.1 (explain) Credit and how it is used by debtors and creditors	3.1.1 Define the benefits of credit and the laws associated with it	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
	3.1.2 Discuss why credit cards have become a major substitute for money	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
3.2 (define) Security interest	3.2.1 Recognize the four basic types of collateral	Foundation Thinking	Reading Problem Solving	Applies/Understands technical words that pertain to subject [1.3.6] Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]

**UNIT 4: Elements of Contracts**  
Suggested Number of Hours: 20-25

VOCATIONAL AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 (explain)  Nature and importance of contracts and agreements	4.1.1  List the requirements of an offer and of an acceptance	Foundation  Thinking	Writing  Decision Making	Applies/Uses technical words and concepts [1.6.4]; communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Demonstrates decision-making skills [4.2.4]
4.2 (identify)  Types of and necessity for consideration in contracts	4.2.1  Evaluate contracts to determine validity	Foundation  Thinking	Reading  Problem Solving	Applies/Understands technical words that pertain to subject [1.3.6] Demonstrates logical reasoning in reaching a conclusion [4.4.2]

**UNIT 5: Employment**  
Suggested Number of Hours: 25

<b>VOCATIONAL AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
5.1  Employment  (define)	5.1.1  Discuss rights, duties, and benefits of employment for employers and employees	Foundation  Personal Management	Speaking  Integrity/ Honesty/ Work Ethic	Applies/Uses technical terms as appropriate to audience [1.5.2]; communicates a thought, idea, or fact in spoken form [1.5.5] Follows established rules, regulations, and policies [3.2.5]
	5.1.2  Cite examples of discriminatory practices	Foundation  Thinking	Writing  Knowing How to Learn	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Processes new information as related to workplace [4.3.5]
	5.1.3  Explain how the Occupational Safety and Health Administration protects employment	Foundation  Personal Management	Writing  Responsibility	Communicates a thought, idea, or fact in spoken form [1.5.5] Pays close attention to detail [3.4.8]

**UNIT 6: Checks and Commercial apers**  
Suggested Number of Hours: 15-20

<b>VOCATIONAL AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 (understand)  Use of specialized types of commercial paper	6.1.1  Describe the uses of commercial paper	Foundation	Listening	Comprehends ideas and concepts related to commercial paper [1.2.1]
	6.1.2  Classify the various negotiable instruments	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]